



"BEYOND THE CLASSROOM" ENGLISH SELF-STUDY GUIDE

School	_____	City	_____
Teacher's name	_____		
Student's name	_____		
Grade	6	Level	A1

ORIENTACIONES PARA LOS PADRES DE FAMILIA

Esta guía de inglés para trabajo en casa se ha diseñado con el fin de ayudar a su hijo/a a repasar el vocabulario sobre la rutina diaria de una persona y aprender a escribir un texto corto sobre la rutina diaria. Su hijo/a deberá dedicar una hora para el desarrollo de la guía, el trabajo aquí descrito se relaciona con las páginas 20, 21 y 22 del libro del estudiante Way to go 6, que está disponible en la plataforma Colombia Aprende.

Se adjuntan los pantallazos de las páginas y sus actividades para quienes no tienen acceso a internet.

- En la actividad 1 hay dos ejercicios de práctica del vocabulario sobre la rutina diaria, que incluye el uso del diccionario, su hijo/a debe referirse al libro del estudiante Way to go 6 página 21.
- En la actividad 2 su hijo/a debe escuchar un audio de una rutina diaria, para identificar palabras del contexto. Libro del estudiante Way to go 6 página 20.
- La actividad 3 se refiere a leer una rutina diaria, su hijo/a debe leer el texto y responder la pregunta de comprensión.
- La actividad 4 incluye una tabla para el uso de los auxiliares y verbos en la forma afirmativa y negativa del presente simple. Luego encontrará un ejercicio para aplicar lo aprendido. Debe referirse a la página 22 del libro del estudiante Way to go 6.
- La actividad 5 es un ejercicio para practicar la pronunciación de palabras que se utilizan en la rutina diaria. Libro del estudiante Way to go 6 página 22.
- La actividad 6 es escribir un párrafo sobre su rutina diaria utilizando el vocabulario visto e incluir nuevas palabras.
- Finalmente, su hijo/a realizará actividades que le permiten evaluar lo aprendido.

WELCOME TO THIS SELF-STUDY GUIDE

This home self-study English guide aims to strengthen the vocabulary used to write a daily routine, it also reviews the forms of the present simple,

This guide takes as reference the student's book Way to go 6 module 1 unit 2 lesson 1. It begins with vocabulary activities, then reading and ends with a writing and self-evaluation activity.

Topic	Skill(s)	Grammar	Vocabulary	Function(s)
Daily routine	Reading Speaking Writing Listening	Present Simple	daily routine vocabulary	Describing daily routines

GET READY

Study time needed: 1 hour	Resources: <i>English dictionary, notebook, pencil, sheets of paper, pdf file of Way to go student book 6.</i>
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LEARNING OBJECTIVES

LEARNING STRATEGIES

What will you learn/practice/reinforce with these activities?

- To name vocabulary of routines
- To write a daily routine
- To practice simple present

What can you do to achieve the objectives?

- Read the instructions for each task.
- Look at the examples given.
- Use the dictionary only if absolutely necessary.



ACTIVITIES

ACTIVITY 1. Vocabulary

a. Complete the description of the images with words from the word bank.

1

Word Bank

- my email
- my family
- music
- sports
- teeth
- a book
- bed
- lunch

 read _____	 make _____	 check _____	 listen to _____
 talk to _____	 play _____	 brush my _____	 go to _____

B. Match 1 -7 with A-G to make activities.

- | | |
|-----------|-----------------|
| 1. Read | A. dinner |
| 2. Check | B. a bicycle |
| 3. Play | C. the internet |
| 4. Listen | D. e-mail |
| 5. Use | E. a magazine |
| 6. Make | F. video games |
| 7. Ride | G. to music |



ACTIVITY 2. Listening

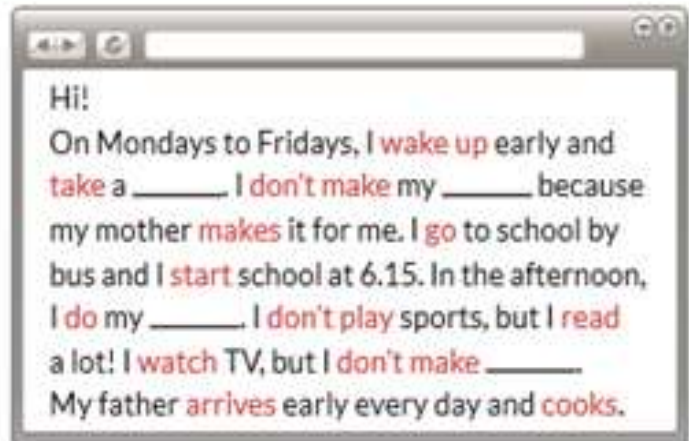
- a. Read Santiago's email. Listen and complete with the words in the box.
Way to go 6° Mp3 /Track 11

<http://www.colombiaaprende.edu.co/colombiabilingue/94010>

2



breakfast shower dinner homework



ACTIVITY 3. Reading comprehension

- a. Read.

Hello students!

This is my daily routine at the weekend

My day starts at six o'clock in the morning. I get up, I have a shower, I brush my teeth and then get dressed. After I have breakfast, at about seven o'clock, I ride bicycle until eight o'clock. Then I arrive home, I listen to music and I check email. At eleven o'clock I make lunch. At about one o'clock I have lunch with my family. In the afternoon, I read a magazine or a book. At about five o'clock I watch tv and in the evening at seven o'clock I make dinner then at eight I have dinner and then I brush my teeth. Finally, at nine o'clock I go to bed.

a. Complete the following table:

- **What do I do in the morning/afternoon/evening and on weekends?**

Morning	afternoon	evening

ACTIVITY 4. Language Awareness (Grammar: Present Simple form affirmative and negative)

a. Look at the following sentences and complete the table.

I **live** in Colombia

He **lives** in Madrid

She **wakes up** at 5.

You **go** to the gym on Saturday

She **goes** to the cinema on Saturday

They **don't work** in the hospital

He **doesn't clean** the house

She **doesn't watch** TV.

CHOOSE YES / NO	YES	NO
Most verbs take s or es in the affirmative in the third person singular (He/She/It).		
We use don't + the base form of the verb to form the negative third person singular. (He/She/It)		
We use doesn't + the base form of the verb to form the negative third person singular. (He/She/It)		
Most verbs take s or es in the negative in the third person singular. (He/She/It)		
In the first and second person we use don't + the base form to form the negative. (I/You)		



b. Complete the article with the words in the box.

goes doesn't watch drinks wakes up eats plays doesn't eat

3



Tom Calvo's a footballer. He _____ at 5.15 every morning. He _____ eggs and bread for breakfast. He _____ chocolate. He _____ football from 7 a.m. to 5 p.m. every day. He eats a lot of food and _____ a lot of water. In the evening, he _____ TV. He reads and _____ to bed at 10.

ACTIVITY 5. Writing. (15 Minutes)

4

a. Say what Alina does and doesn't do.



Alina **doesn't take** a shower every day. She **studies** hard and she ...



ACTIVITY 6. Speaking.

Interview a teenager in your family about their daily routine. Record the interview.

5

ARE YOU A TYPICAL TEENAGER?		
Do you...	Yes	No
wake up late?		
play video games?		
use the internet to do your homework?		
listen to music on your mobile phone?		
play sports at school?		
read books or magazines?		

FORMATIVE ASSESSMENT

Check your progress		Very well	Quite well	With difficulty
Vocabulary	I can identify vocabulary related to daily routines. I can identify vocabulary related to activities.			
Grammar	I can use Do/Does to ask questions about daily routines and activities. I can understand the correct use of verbs for <i>she</i> , <i>he</i> , and <i>it</i> .			
Reading	I can understand short texts about daily routines and activities.			
Writing	I can write short paragraphs about routines.			
Speaking	I can talk about my daily routine.			
Listening	I can identify information about daily routines in listening texts.			

THIS IS THE END

Congratulations! You have done an excellent job, keep practicing vocabulary, use it to write short texts of daily routines of friends or family, so you will realize that you have learned.

USEFUL RESOURCES

You can use this dictionary to help you with vocabulary
<https://www.wordreference.com/es/translation.asp>

ANSWER KEYS

1. a.

Read a book, make lunch, check my email, listen to music, talk to my family, play sports, brush my teeth, go to bed.

b.

1-E 2-D 3-F 4-G
5-C 6-A 7-B

2. a.

Audio Script Boy: On Mondays to Fridays, I wake up early and take a **shower**. I don't make my **breakfast** because my mother makes it for me. I go to school by bus and I start school at 6.15. In the afternoon, I do my **homework**. I don't play sports, but I read a lot! I watch TV, but I don't make **dinner**. My father arrives early every day and cooks.

3. a.

In the morning you... get up, have a shower, brush the teeth, get dressed, have breakfast, ride bicycle, listen to music, check e-mail and make lunch.

In the afternoon you... have lunch with your family, read a magazine or a book and watch tv.

In the evening you... make dinner, have dinner, brush the teeth and go to bed.



CHOOSE YES / NO	YES	NO
Most verbs take s or es in the affirmative in the third person singular.	x	
We use don't + the base form of the verb to form the negative third person singular.		x
We use doesn't + the base form of the verb to form the negative third person singular.	x	
Most verbs take s or es in the negative in the third person singular.		x
In first and second person we use don't + the base form to form the negative.	x	

B.

Tom Calvo's a footballer. He wakes up at 5.15 every morning. He eats eggs and bread for breakfast. He doesn't eat chocolate. He plays football from 7 a.m. to 5 p.m. every day. He eats a lot of food and drinks a lot of water. In the evening, he doesn't watch TV. He reads and goes to bed at 10.

5.

She doesn't take a shower. She studies in the morning/in the afternoon. She does exercise. She watches TV. She doesn't do homework. She doesn't help with breakfast/lunch/dinner.

ORIENTACIONES FINALES PARA LOS PADRES DE FAMILIA

Una vez su hijo o hija haya terminado las actividades de la guía, por favor revise y escoja algunas de las siguientes preguntas que permiten hacer una reflexión y verificar el proceso de aprendizaje.

- Enséñame cómo puedes describir mi rutina diaria, dime al menos 3 actividades.
- ¿Podrías describir la rutina diaria de tu hermano(a) o amigo(a)?
- ¿Cuáles otras palabras te gustaría aprender para describir una rutina diaria?
- ¿Cuánto tiempo te tomó desarrollar toda la guía?
- ¿Hiciste tú texto corto de tu rutina diaria?
- ¿Hubo algún ejercicio que se te dificultó? ¿Qué crees que puedes hacer para hacerlo más fácil la próxima vez?

AUTHOR(S)

Name	Viviana Mosquera Suaza
Email	mosquera.viviana@hotmail.com
School	BRITISH COUNCIL

LINKS OF IMAGES

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